U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [X] Elementary [] Middle [] High [] K-12 [] Other
[] Charter [] Title I [] Magnet [] Choice

Name of Principal: Mr. Patrick Seghers

Official School Name: County Line Elementary School

School Mailing Address:
W159N9939 Butternut Road
Germantown, WI 53022-5199

County: Washington State School Code Number*: 331

Telephone: (262) 253-3465 Fax: (262) 253-3491

Web site/URL: www.germantown.k12.wi.us E-mail: pseghers@germantown.k12.wi.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Kenneth Rogers

District Name: Germantown School District Tel: (262) 253-3900

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Dr. Michael Erdmann

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2003.

6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

4	Elementary schools
1	Middle schools
0	Junior high schools
1	High schools
0	Other
6	**TOTAL**

2. District Per Pupil Expenditure: 11161

   Average State Per Pupil Expenditure: 11413

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 15 Number of years the principal has been in her/his position at this school.

   ___ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	**7**			0
K	39	41	80	**8**			0
1	45	41	86	**9**			0
2	55	45	100	**10**			0
3	48	40	88	**11**			0
4	56	36	92	**12**			0
5	58	50	108	**Other**			0
6			0				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					554

6. Racial/ethnic composition of the school:

1	% American Indian or Alaska Native
5	% Asian
5	% Black or African American
3	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
86	% White
	% Two or more races
100	**% Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 1 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	1
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1.	557
(5)	Total transferred students in row (3) divided by total students in row (4).	0.013
(6)	Amount in row (5) multiplied by 100.	1.257

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 5

Number of languages represented: 3
Specify languages:

Gujarti, Chinese Mandarin, Spanish

9. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 26

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %

Total Number of Students Served: 60

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

3	Autism	0	Orthopedic Impairment
0	Deafness	13	Other Health Impaired
0	Deaf-Blindness	12	Specific Learning Disability
5	Emotional Disturbance	25	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	1	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	24	0
Special resource teachers/specialists	10	0
Paraprofessionals	8	0
Support staff	30	0
Total number	73	0

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **23 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	99%	99%	96%	97%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	6%	3%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

County Line School is a large elementary school in Germantown, Wisconsin (a suburban community a few miles north of Milwaukee). Our school mission of "Sharing, Caring, Learning for all...Education for Life!" is imbedded into our school culture. Every year our school sponsors an annual theme with activities which promote good citizenship, character building and community service. On Sept. 11th, for example, we honor those who serve our communities by selecting a student leadership team representative from each classroom. These leaders help plan our quarterly community service projects.

Besides building strong character, our school utilizes best practice instructional methods to develop strong learners. This is evidenced by our WKCE state test scores which consistently rank among the top 5% in the state. For the past several years, our school has ranked #1 or #2 in reading and math when compared to over twenty other schools in our region with similar demographics.

Our curriculum decisions are made at school by a School Leadership Team, whose members include teachers, parents, and support staff. Because decisions are made by those who are closest to the children, teaching and learning have been positively impacted. Some examples of decisions made by this team include:

• The training and hiring of a first grade reading aide (early intervention)
• Development of a strong, balanced literacy program
• Purchase and implementation of an exemplary math program (Growing with Math)
• Development of the Student Study Team which utilizes a collborative process to assist teachers with challenging students or situations.

Our parents are an integral part of learning at County Line School. PTA membership is strong, with many activities supporting families and learning. Besides evening social events throughout the year, our PTA organizes our parent volunteer program, which brings in volunteers daily. In addition, our PTA funds two grant programs during the school year for teachers who desire extra funding to support an innovative teaching idea.

This strong tradition of excellence exists within an older, substandard facility, with inadequate instructional space. Yet all school community members have risen to the challenge of meeting students' needs in spite of this obstacle. The people are what make the school an attractive place to learn.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

County Line School students take the Wisconsin Knowledge and Concepts Exams (WKCE) every year in November. These are given statewide, beginning in Grade 3, so our Gr. 3-5 students take them.

The Wisconsin Department of Public Instruction (DPI) uses the WKCE data to compare the achievement of students across the state in Grades 4, 8 and 10. Thus, students in these three grade levels are given a more comprehensive exam. They are tested in reading, writing, math, science and social studies. Students in the other grades are only tested in reading and math on these state measures.

Wisconsin has four levels of performance on the WKCE: minimal, basic, proficient, and advanced. Students score in one of these levels depending on the accuracy and quality of their responses. Students "meet the standard" if they score in the proficient or advanced levels.

The WKCE data for County Line School has revealed consistently high achievement levels in all grades over the past five years. 96-100% of our students have consistently shown proficiency on these exams. Of these proficient students, most have reached the advanced level of proficiency. Every summer our School Leadership Team examines the long and short term achievement data and redesigns our annual School Improvement Plan based on this information, along with other criterion-based and informal measures. Other than consistently high performance, there have not been other WKCE trends or patterns that have emerged.

Almost all of our students take the WKCE exams every year, including those identified with special education needs (ie. learning disabilities, ADD, and cognitive impairment). On any given year, only 0% - 2% of our students may take an alternative assessment due to severe cognitive delays.

Our school's student population is largely white, although each year we have gained about a 1% increase in other ethnic groups, to a total in 2008 of about 10%. Thus, there is not a large enough population to consider any achievement trends. Typically, the performance of the 10% is the same as the 90%. Our students with disabilities also often achieve proficiency, although their overall scores tend to be lower than the student without disabilities. Our ELL population is about 1%, so once again not large enough to consider any trends.

You can find other state assessment information about County Line School on the state's website: http://data.dpi.state.wi.us/data/selschool.asp

or on our school district's website: http://www.germantown.k12.wi.us/

2. **Using Assessment Results:**

County Line School uses assessment data in a continuous school improvement process based on effective schools research (Lezotte/Jacoby).

Our school begins this process by collecting student data from each grade level. Examples of the information include WKCE scores, district-designed benchmark assessment scores, report card data, formal and informal surveys, and pertinent student demographic information.

Each spring, the staff and the Building Leadership Team (consisting of teachers, parents, support staff and principal), meet to review the most recent data, and begin to examine trends, patterns and tendencies. This reflection occurs over several months and leads to an annual revision of the School Improvement Plan. Over the

summer, the leadership team meets at a special retreat to redraft the plan. This new draft is shared with the rest of the staff at the end of the summer. A final draft of the School Improvement Plan is then written and shared with the local School Board in August for final approval and implementation.

This plan is kept alive during the school year in a number of ways. The goals and strategies listed in the plan are shared with the entire staff at the beginning of the year. Then, grade level teams discuss specific ways they can support the goals and activities. Each team writes one or more SMART Goals, specifically geared toward their grade level and students' needs. The SMART goals are analyzed quarterly, with final analysis on goal achievement done in May.

This reflection and analysis is done annually in a cyclical process, with these major steps:
• Preparation
• Focus
• Diagnose/Interpret Student Data
• Draft School Improvement Plan
• Implement, monitor, evaluate and review

3. **Communicating Assessment Results:**

We communicate student performance to parents and the community in a number of ways. First of all, we hold two parent/teacher conference days every year. We also send home trimester report cards, which have recently been redesigned by a district committee (parents and teachers) to more closely reflect student performance on the state standards.

Our school uses an online, web-based grading system, called WebGrader, so that a parent can look at their child's weekly progress anytime in any subject. They can also communicate with the teacher via this same website, asking any questions, or making comments, about their child's performance.

In addition, most of our classroom teachers now have their own classroom websites, which parents can link through the school's website. Each classroom link gives parents updated information on schedules, upcoming tests, homework, field trips and more. One of our fifth grade teachers is teaching others how to create and maintain this website. We now have about 90% of our teachers using it.

State Achievment Test (WKCE) data is shared with parents via an individual performance report sent home with each student. We share our school's performance on this test in a number of ways. First, our most recent state test data is posted on the front page of our school website. It is also linked to the district's website.

4. **Sharing Success:**

The school community was already thrilled to be nominated by the state superintendent of schools for the Blue Ribbon School consideration. The school office prepared a press release for the local media, and a parent notification letter was sent home with every student. In addition, congratulations were shared at a school board meeting.

Due to the successes of our various instructional programs, and the resulting high test scores, several schools in the area have inquired about specific programs we use. In every case, we've offered details about our curriculum and instructional programs for students.

The past few years, the principal has been invited by the Wisconsin Department of Public Instruction to present seminars to other principals in the state regarding specific team-building and curricular planning techniques. Attendees at these workshops include administrators and curriculum leaders from schools with lower achievement results.

If the school is awarded the Blue Ribbon School status, we will continue to share the specific instructional programs that have helped our lowest and highest performing students continue to grow with other schools in the state through seminars, workshops, and invitations for on-site visits.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The curriculum at County Line School is integrated and delivered across all subject areas, particularly with reading, writing and math. Classroom teachers meet with special area teachers (Computer, Music, Art, Phy. Ed.) and discuss ways that those core subjects can be extended and practiced within those enrichment classes.

The district and school uses the Growing with Mathematics program in Grades K-5. We adopted this reform-based math program in 2005, after piloting several promising ones. This particular program was selected for a number of reasons. It incorporates problem-solving, hands-on, active learning, and matches closely with our state and district benchmarks for each grade level. Teachers also like the teacher manuals and ideas given for enrichment and remediation.

Since this program has been adopted, our elementary achievement scores in math have increased every year, until now they are the best in the area (when looking at scores from over 20 other comparable districts in our area of the state).

We also have additional programming in math for students in Grades 4-5 who have scored in the lowest 10-20% of our population on the state math subtests. These students are offered after-school math tutoring twice a week with a qualified teacher. Results of this program have been significant and have helped even these lowest performing students achieve in the proficient range on these tests.

Best-practice enrichment programs are also provided for high achieving math students. These students are offered a pre-test before each unit, for example, and are given enrichment activities, under the direction of their teachers, assistants, and parent volunteers, so they can continue to be challenged and extend their math skills.

The area of written language is one which our district has been studying closely the past two years. Under the direction of our curriculum director and instructional resource specialist, a district committee of elementary teachers has reviewed and selected new resources for classroom use in Grades K-5. These include the Write Source materials, as well as materials which support a reading/writing workshop approach to language arts instruction following the teachings of Lucy Caulkins. This committee has also recently revised our language arts curriculum to better match the state standards and benchmarks, so teachers align their writing units consistently.

Our district is also implementing a writing pretest and posttest, to be given at the beginning and end of each year in each grade, which will measure student growth in the area of writing, along the guidelines of the Six Traits of Writing framework. The results of these assessments will help the elementary teachers design individual and group goals each year toward continued improvement in student writing.

Our science curriculum utilizes an experiential approach, whereby students regularly utilize the scientific method to predict, monitor, and share results of their studies. The Discovery Works (Silver Burdett/Ginn) is used in each grade for consistent instructional delivery.

We use a variety of curriculum materials to deliver our social studies curriculum. In grades K-5, use various resources to study units based on the state standards for their grade, including study of their school, community, state, and nation. They also explore geography, government and history. Current events are shared through supplementary materials in each grade, such Time for Kids, Scholastic News, and Weekly Reader. In fact, these materials are used by teachers to systematically teach students reading comprehension skills within expository text. Grade level teams have designed specific SMART Goals around this objective, since it happens to be one with which our students have the most difficulty on the state (WKCE) reading subtest.

Our school also has qualified teachers in each specialty area of Library, Phy Ed., Music, Art, and Technology. Besides delivering these curricula, using state guidelines for standards, enrichment in the fine arts is also offered. This has included after school classes in dance, guitar, Spanish, German, Technology, and Science (rocketry).

Our art teacher works closely with educational staff at the Milwaukee Art Museum, utilizing their Junior Art Docent Program. This program provides regular enrichment activities in art throughout the school year for talented students in Grades 3-5. At the completion of the program in Grade 5, students report on their favorite artist and create a work of art with a similar design. They then graduate as "docents" who have the privilege of museum membership and the ability to act as a tour guide (docent) to family and friends at this beautiful museum on the Lake Michigan shore.

Various measures of student progress indicate that our curriculum is strong and our teachers are utilizing best-practice instructional methods. We continue to monitor and adjust our curriculum and teaching methods based on brain research and the latest proven methods.

2a. **(Elementary Schools) Reading:**

Reading instruction in our K-5 classrooms involves a balance of skills instruction and meaning making opportunities in authentic texts. Current best practice research in this area has shown that skills are learned best when taught through meaningful use rather than in isolation. We realize that some students benefit from direct instruction but skill instruction that grows out of literacy activities is intrinsically more motivating. In addition, because students come to us with varied abilities, a balanced approach affords us the opportunity to use a repertoire of strategies to best meet the needs of all our students. For example, important vowel patterns would be directly taught in a big book and practiced and applied in a little book.

The components of our balanced literacy block are: reading aloud, shared reading, guided reading, independent reading, working with words and writing. The important areas of literacy which are addressed in these components are reading comprehension, the writing process, language and vocabulary knowledge, word reading and spelling strategies and self-selected reading. Within this framework, for example, a comprehension strategy like visualizing would be modeled during read aloud in a big book or a basal selection. The teacher would think aloud about what she is visualizing, followed by guided practice of that strategy during guided reading while gradually increasing the difficulty. The ultimate goal is independent meaning making.

Students are evaluated and monitored using standard-based assessments and standardized tests. Unit reading assessments include specific skill areas along with open-ended responses using longer passages. Primary students are also assessed with running records. Those students who are identified with specific weaknesses are supported by the teacher in small guided reading groups where skills and strategies are practiced at their reading level. In addition to extra support in the classroom, those identified students are pulled out for extra reading support administered by reading specialists and trained reading aides. Frequency and size of the groups depend on need. Early intervention is a priority with first graders and kindergartners receiving the most support. For students who are exceeding the standards, guided reading groups at higher levels along with Great Books sessions by trained volunteers provide additional opportunities for practice.

3. **Additional Curriculum Area:**

In keeping with the "Learning for life" piece of our school's mission statement, teachers and students utilize technology every day to enhance teaching and learning. First of all, we are fortunate to have an experienced full-time technology aide in our Computer Lab. She meets with the teaching teams every semester to help them select software and Internet resources that they can utilize with students. Together they co-plan lessons that are a good fit with grade level units and benchmarks in math and reading.

In addition to our library computer lab, we have two laptop labs that travel from classroom to classroom, depending on need. Since we have wireless connectivity throughout the school, each student in a class can use a laptop right at his/her own desk, without the need for cables or cords. These are used daily in our intermediate grades.

Our teachers are also learning to use interactive Smartboards. This past year five of our teachers used local grant money to purchase these systems for their classrooms. They are teaching others how to utilize them, and our goal is for every teacher to have one and use one in their rooms.

All of our teachers have new laptops and also have access to LCD projectors. This year, one of our staff development goals was for teachers to teach colleagues how to use their laptop as a teaching, rather than just a recording device. Interactive seminars have been scheduled to show them how to use the DVD drives on their laptops and project these images, as well as Internet resources, on large screen in the classroom during instruction. Web-based programs, such as BrainPop, have been utilized to hook students into learning using these tools within a number of subjects.

All intermediate teachers use a web-based grading tool (Webgrader) to communicate weekly progress to parents. Within this program, parents and teachers can email each other using the Webnotes feature. Most of our teachers also have their own classroom websites, linked to our school website, which keeps parents informed about classroom units, tests and materials that they can use at home to help their children learn.

4. **Instructional Methods:**

The teachers at County Line School have received specific training in recent years on how to differentiate instruction for students, with a focus on students with low or high abilities. They've also received inservice on the theories of multiple intelligence and have demonstrated the application of this knowledge within classroom instruction.

A major component of our balanced literacy program is the guided reading block. Each day, as a part of reading instruction the classroom teacher meets with small reading groups, which are formed by either ability or interest. The teachers use this small group opportunity to teach key vocabulary and comprehension strategies at the students' instructional reading level. In recent years, our leadership team has set aside thousands of dollars toward the purchase of sets of leveled guided reading books for each grade, with an increased focus on expository text. Topics of interest to students were strongly considered in the purchase process. As a result, our students love to read and find reading instruction to be interesting and pertinent to their lives.

Our math program, Growing with Mathematics, provides daily activities for students of differing abilities. In addition, students with the highest math abilities are afforded curriculum compacting opportunities and the ability to develop a contract for alternate enrichment work. Students with lower math achievement utilize our Noon Study Center, at which they receive extra tutoring for part of their noon recess. These students also receive math tutoring after school twice a week.

Our school has a process to assist teachers who have particularly challenging students in their classrooms. Called the "Student Study Team", regular educators who have specific training in collaborative consultation methods systematically design individual improvement plans with these teachers and for these students. Team members also assist the teachers in the implementation and regular review of these plans. This process has helped improve the achievement of many at risk students in our school.

About 10% of our students have disabilities and receive special education services. An experienced team of highly qualified special educators works closely with classroom teachers to provide differentiation, through curriculum modifications or accommodations, so that these students can continue to learn. As much as possible, instruction for all students is done with grade level peers in the regular classroom.

Due to the full curriculum and limited time for instruction during the day, we have found creative ways to enrich students through after-school programs. Volunteers and trained personnel have offered classes to students in Spanish, German, science, technology, dance and music. Every year our students win the most awards in the local and state PTA Reflections contest in fine arts. We like to think it's because we encourage our students to "shine their light" and develop their talent through such opportunities.

5. **Professional Development:**

Our teaching staff has had specific training on the most effective teaching methods to use with students, based on the content of the book Classroom Instruction that Works (Marzano), which outlines research-based strategies for increasing student achievement. Formal and informal classroom observations by the principal outline and reinforce these strategies when implemented. At the beginning of every faculty meeting, classroom teachers volunteer to share specific strategies, techniques and programs that they've found to be successful.

The principal and staff have also studied the book Professional Learning Communities at Work (DuFour/Eaker), which provides direction on how we work together to implement best practices for enhancing student achievement. These book studies have occurred throughout the past several school years during inservice days and faculty meetings.Our school's staff development needs are reviewed annually at the school data retreat. When we look at achievement data and design goals, and strategies to meet those goals, we also address the needs of our staff. We ask, "What further information or training do we need?" Then a professional development plan is written with specific activities, timelines, and budget.

This past year, for example, some of our teachers had participated in the Milwaukee Writing Project over the summer, learning specific techniques for the teaching of writing. Since improved written expression was part of our School Plan goals, these teachers met with the leadership team, and a year-long staff inservice plan was created to share the information with their colleagues.

Our school district's model of professional growth is one which includes peer coaching and reflection as strong elements. Every third year, teachers share a portfolio which includes evidence of continued professional growth. In the formal teacher evaluation process each year, teachers must be observed using research-based instructional methods. They continue to share these methods with each other at every staff meeting.

Most of our classroom teachers and specialists have earned their master's degree in education. Better yet, they apply this knowledge in the classroom.

6. **School Leadership:**

County Line School utilizes a site-based management approach to decision-making. By School Board policy, each school selects a Building Leadership Team every year to make critical decisions about teaching and learning. The team is made up of administrators including teachers, parents and support staff members from the school. At its first meeting every year, the leadership team decides its decision-making parameters.

Decisions are made by consensus, which provides for healthy discussion of important issues. Examples of decision-making areas include curriculum enhancements, school budget expenditures, discipline procedures, and staff development. Because they have a stake in most site decisions affecting teaching and learning, our teachers feel that they have more ownership in what happens at the school.

The main focus of the leadership team throughout the year is the School Improvement Plan. Perhaps the team's most important ground rule is "Focus primarily on issues which affect teaching and learning." We hold ourselves to that in every meeting as we discuss how our School Plan goals and strategies are impacting learning. This team meets every summer at the local library for a Data Retreat, at which time we examine the latest school achievement data and make modifications to our School Plan for the next year.

Other committees of teachers and parents are also active throughout the school year. These include:
• Building Operations Committee
• Language Arts Committee
• Technology Committee
These committees make recommendations (reached by consensus) to the Building Leadership Team for final consideration and approval.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Wisconsin Knowledge and Concepts Exam
Edition/Publication Year: 2005-2007 Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Nov	Nov		
SCHOOL SCORES					
% Proficient plus % Advanced	99	96	98		
% Advanced	52	63	74		
Number of students tested	85	104	78		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1		2		
Percent of students alternatively assessed	1		3		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Black					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Wisconsin began its testing program statewide in Grade 3 in 2005-2006.

Subject: Reading Grade: 3 Test: Wisconsin Knowledge and Concepts

Edition/Publication Year: 2005-2007 Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Nov	Nov		
SCHOOL SCORES					
% Proficient plus % Advanced	100	98	99		
% Advanced	71	79	81		
Number of students tested	85	104	78		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2		2		
Percent of students alternatively assessed	2		3		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Black					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Wisconsin began their state-wide achievement testing for Grade 3 in the 2005-2006 school year.

Subject: Mathematics Grade: 4 Test: Wisconsin Knowledge and Concepts Exam
Edition/Publication Year: 2003-2007 Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	97	99	99
% Advanced	62	73	93	69	66
Number of students tested	102	79	70	87	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1	2		
Percent of students alternatively assessed		1	3		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Black					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 4 Test: Wisconsin Knowledge and Concepts Exam
Edition/Publication Year: 2003-2007 Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
% Proficient plus % Advanced	99	100	96	100	99
% Advanced	75	77	90	77	78
Number of students tested	102	79	70	87	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1	2		
Percent of students alternatively assessed		1	3		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Black					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics Grade: 5 Test: Wisconsin Knowledge and Concepts Exam
Edition/Publication Year: 2005-2007 Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Nov	Nov		
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100		
% Advanced	82	83	97		
Number of students tested	78	76	100		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	3	1		
Percent of students alternatively assessed	1	4	1		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Black					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Wisconsin began state testing with Grade 5 in 2005-2006.

Wisconsin does not test students in Gr. K-2.

Subject: Reading Grade: 5 Test: Wisconsin Knowledge and Concepts Exam
Edition/Publication Year: 2005-2007 Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Nov	Nov		
SCHOOL SCORES					
% Proficient plus % Advanced	100	99	100		
% Advanced	79	88	90		
Number of students tested	78	76	100		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	3	1		
Percent of students alternatively assessed	1	4	1		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Black					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Wisconsin began state testing for Grade 5 in the 2005-2006 school year.